

# The Catholic Library World

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## THE CATHOLIC LIBRARY WORLD

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### CALENDAR OF SCHEDULED EVENTS

1951

March 19-21—School Libraries Institute, University of Portland, Portland, Ore. No registration or admission fees. Speakers prominent in the education-library field. *Theme*: Instructional Materials as Educational Potential in the Library and the Classroom.

March 26-30—25th Annual Conference, Catholic Library Association, Hotel Sherman, Chicago, Ill. *Theme*: Unexplored Horizons.

April 28—Washington Unit: Spring Meeting.

July 21—Pacific Northwest Regional Conference: Annual Meeting. Seattle University Library, Seattle, Washington.

# STUDENT ASSISTANTS IN THE ELEMENTARY SCHOOL LIBRARY<sup>1</sup>

By SISTER M. AVELINA, C.S.C.

*Teacher-Librarian, St. Paul's Academy, Washington, D.C.*

It is ten past three. The classrooms are empty now, except perhaps for a tardy loiterer still packing his already over-stuffed and disorderly book bag, or the gum chewer, or the incessant talker, who may be getting that much-needed scolding and that famous "last chance" from Sister. Yes, all schools have their share of Chuck, the chewer, and Gertie, the gabber! We pass down the hall and a busy buzz comes from the room at the end of the corridor. We stand at the door and take in the scene, making the following observations: It is the library where many boys and girls are eagerly scanning those wonderfully interesting shelves, hoping to find a "favorite". Susie, with a new "hair-do", is charging out books today. With the air of a real professional she smiles ever so pleasantly at Johnny as she hands him his choice saying, "You'll like this I know. All my brothers did!" Over at the magazine rack Bill is arranging the periodicals in proper order. Nancy has two little tots in the Easy Corner helping them to decide whether the *Bunny Who Had No Tale* or *Katy No-pocket* (the Kanga without a pouch) or the book with the pop-up fire engine right in the middle would prove the most fun. Clara is reading the shelves and efficiently rearranging books in their proper sequence. Ted is showing those two fourth graders who are sharing a volume at the table that that is not the proper way to bend back the cover.

Sister Librarian has just entered and is approached by Dottie with, "Oh, Sister, please, where can I find something about the Holy Year?" Sister, weary after a day in the classroom, cheerfully pilots her to the vertical file, shows her the folder marked Holy Year, 1950, and suggests that she browse there. Then she continues on her way to the library office and work-room combined which is just beyond yonder stacks. There she must finish

filling out that order for new acquisitions before Sister Superior changes her mind, or the money runs out! She isn't worried about the situations that may arise in the reading room for her able assistants will carry on while she busies herself about the more important tasks of her profession as a librarian.

Now you no doubt are saying, "Fine! Ideal!" or "It can't be done in an elementary school". Well, I, for one, believe that it can and it is my purpose to prove just that.

Since the school library is an aid to all the teachers and all the students, it stands to reason that all teachers and pupils in the school should cooperate with the librarian in bringing efficient library service into every unit of the school program. The formation of a library club can bring about just such a union and can greatly aid both the librarian and the pupils. Membership for a library club then should be given due consideration. Just how effective we can make the work of the student helpers begins with selection.

I do not think it wise to go below the sixth grade for recruits, but rather to limit membership to the sixth, seventh, and eighth grades. And now, what method shall we use for selection or organization? Well, first, perhaps by volunteer service, with a sorting process thrown in at the suggestions of the teachers; second, by scholarship, although I do not think this the best method, because all need the training; and, third, selection on a social basis. This last one perhaps is the most accurate, for here the librarian has definite criteria such as:

- 1) the child's capacity to get along with others;
- 2) his ability to follow instructions;
- 3) personal neatness;
- 4) accuracy and dependability in work;
- 5) love of books;
- 6) ability to carry class work and do library work also;

<sup>1</sup> Paper read at the Elementary School Libraries Round Table, Washington Conference, April 12, 1950.

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- 7) his appreciation of the library as the center and core of school life;
- 8) willingness to consider library work as important extra-curricular activity;
- 9) approval of parents.

Of course it is to be understood that not many helpers will possess all these qualities, but many times a student will develop "in-service". At least it will present a norm or standard that will make us aware of such qualities as availability, scholastic average, participation in other activities, enthusiasm, efficiency, and eagerness to serve.

Training students as assistant librarians logically follows selection and organization of the club. Since most of us are teacher-librarians there is little time for real formal training. Our helpers for the most part will learn by doing. However, in the beginning an informal class should be held in which the club members become familiar with library terms, such as date due slips, catalog cards, charging, book-pockets, vertical file, reference books, call numbers, reading the shelves, and so on. These classes may be held at the regular club meetings, after school, or during activity period. Since the first jobs given to student helpers are mechanical by nature they learn quickly and with our guidance they become, for the most part, efficient help. They will make mistakes, many of them no doubt, but many good library assistants have become so by the "corrected mistakes" they have made. Some club members will be painfully slow in catching on to the simplest process, no matter how mechanical, while there are others who become leaders immediately and begin to develop professionally almost overnight. (This is the type for whom you immediately begin to make a novena, that God will bless you and your library, if not abundantly, at least with your share of their number.) They are truly a joy! Then you will also have another type of student helper, the one who devotes too much time to the library and neglects his other studies. Beware! for then you will find the faculty members being tempted to flavor your tea with arsenic! Such students need to be taught consistency, and here the librarian can exhibit her ability to guide.

Now that you have student assistants you are no doubt wondering what tasks this inexperienced crew will be able to do to help

rather than hinder the service you wish your library to give. I have chosen seven which I shall survey quickly here:

- 1) regular book charging;
- 2) care and charging of magazines;
- 3) helping students locate reference material on shelves and in the files;
- 4) regular shelf reading;
- 5) periodic inventory;
- 6) fine lists;
- 7) assisting in getting new books into circulation; that is, pasting pockets, date due slips, opening packages of new shipments, use of stylus, mending books, preparing charge cards and cards for the files.

From this list the mechanical tasks in the library should be given and restricted to the new and slower members of the club. For experience during the first few weeks, they may be shown how to charge books, slip them, and shelve them. As they grow more secure in their environment they may be taught to send daily overdue, do clipping for the pamphlet file, and get to know the acquisitions, particularly in the way of reference books that the library holds. The more alert members who have the ability to grasp the work in a professional-like manner could be taught a simple cataloging system and could help in the preparation of new acquisitions as soon as they arrive, thereby getting them into circulation in record time. They may also be taught to care for the bulletin board, see that it is kept attractive, informative, and timely. As far as their schedules will permit the student assistants should be rotated in the various jobs because it stimulates their interest and at the same time is of great value in molding an all-around good "in-service student".

In order to keep library clubs in good working order and to keep interest alive it is beneficial to have the officers announce and conduct meetings regularly. The librarian may make suggestions, corrections, and announcements concerning situations that have arisen and also get her message across that the library must render service, service, service. At these same club meetings members may be asked to give reports on new books. This will naturally help them as students, and will also spread enthusiasm for reading because such helpers will surely

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suggest and discuss these same books with their friends among the student body. The librarian might also distribute annotated lists of new books the library has acquired, which the members can pass out or post in their respective classrooms. Magazine articles might also be discussed at these meetings, particularly ones of timely interest, for example, on Rome, the Holy Year, H-bomb, Lowell Thomas' trip to Lhasa, and others. It is at meetings of this nature, too, that it will probably be a good time to announce new assignments, and then post the list in a conspicuous place in the work-room so that each member will know just what his job is for the current week. And that brings up the matter of changing tasks. This cannot be done too frequently if you wish a well organized, efficient, and service-giving library. But it is far wiser to leave a student assistant at his job until he has thoroughly mastered the given duty to his own satisfaction and that of all concerned.

And now as to the value of a club and its training. I, for one, feel that it is three-fold. First, it has definite value for the teacher-librarian; second, it has an abundance of value for the school; and, third, it has enormous value for the student-helper himself.

Let us for a moment consider the value to the librarian. Student helpers can be of great value and service to the teacher-librarian no matter how unprofessional they may seem. We must remember that we cannot put "old heads on young shoulders", and you will find that their genuine eagerness to help far outweighs their untimely errors. That they lift mechanical burdens from the already over-taxed teacher-librarian cannot be over-rated in its importance. She has more time for her profession, becomes a leader in guidance and a teacher of her classes. If she is really in earnest at her job as librarian, she will want to do more than provide just books — she will want to provide experiences. Use of student assistants will increase and intensify her field of opportunity for providing these experiences for the library club members as well as for the library patrons.

We must remember the librarian is the library, just as the mother is the home. The atmosphere of the library is a thing of the

spirit; it is where the pupil feels at ease; where he can be himself, follow his hobby in books, find help in his efforts to do better work; it is a place where he likes to go, where he finds friends to assist him, where he shares his findings with his classmates. Not too long ago libraries were "Victorian parlors" and the books were like the knick-knacks on the shelf, for they could only be surveyed at a distance and one could almost see the "do not touch" sign everywhere. Now, thank God, our dynamic philosophy of Catholic education has disturbed the dust of the ages, the blinds have been raised and the sun has penetrated into the furthestmost corners of the shelves. Now the library is where the learner is inspired, where his tastes and insights are improved, where his proper habits of work are cultivated, where subjects taught him are made more vivid. And why? In a large measure I think because student assistants release the librarian from mechanical duties, thus enabling her to devote more time to guidance.

Remember, she doesn't have to be one of the ten most beautiful woman of 1950, nor the best dressed of that number either (for most of us wear the same style of garb year in and year out), but surely she must be interested in young people; she must love books herself; she must possess enthusiasm, amiability, tact, poise, and an understanding of her profession and of those she aims to serve. If she has pupil assistants, she can turn her attention to so many other important phases of her job, such as keeping a file of information on each pupil concerning their reading habits, reading levels, and hobbies, and various personal notations about them. She will have time for a reading stimulation program by projecting book exhibits, book clubs, posters, etc., into the school program. She will be able to teach pupils how to use the card catalog, the pamphlet file, and the periodical collection. Even if she finds it possible to accomplish only one of these tasks, she will realize how valuable pupil assistants are in fulfilling the duties of her profession.

The second value of helpers that I mentioned was the value they can be to the school. Pupil assistants develop an interest in the student body; they sell the library



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to the other children, for students are less sceptical of their fellow classmates than of faculty members; and very often students guided by other students create fewer discipline problems. For instance, the pupil assistant is apt to be much quicker to point out the misuse of the library property to your library patrons. Perhaps it won't be as tactfully accomplished as you yourself would do it, but often it is much more effective. Many of our elementary teachers with degrees have had in so many instances no library training. Therefore they are not professionally qualified to direct the students in using the material at hand in the library. Since this situation is often an actuality, student help can even extend to the classroom teacher, and thus their influences can be felt and become a great value to the school.

The third value of a library club is to the student helpers themselves. First of all, they gain definite knowledge in library procedure. This in itself will stand them in good stead in high school, college, and adult life. They begin to understand a little bit about leadership which helps them to develop poise, self-reliance, and other social values such as cooperation, the consciousness of serving others, and the idea of performing a civic duty as an unpaid service. The student helpers will grow as their sense of responsibility develops. The most unexpected girl or boy with some hitherto unsuspecting talent will bloom into your best librarian. You may find that all unknowingly you have opened a personality clinic. Take, for instance, the introvert who partially qualifies but hesitates to enter the front lines. Given some special duty, he will grow as a person and at the same time will present a good example of opportunity for service to the school. Then, again, take the enthusiastic eager personality that is a born leader; what a power house for Catholic Action he can be in the library when you are trying to get your little patrons interested in *The Tent Maker from Tarsus*, a new life of St.

Paul by Brother Ernest, C.S.C., or *The Red Cross Saint*, a new biography of St. Camillus de Lellis by the same author! Then there is the average student who perhaps has more spare time than your honor student. You may be able to train him for more responsible tasks in the library and thus inflate his ego to just the right size so that added pride and enthusiasm in his school endeavors will be the answer.

Of course you as librarian must be the judge at all times and weigh all things in their proper perspective, whether it be vocational exploration, school service, or personality development. You, in the last analysis, are the leader; the student helpers are the infantry marching under the library banner, SERVICE.

I trust that I have shown some value in student assistants from an elementary teacher-librarian's point of view. Certainly we cannot overlook or minimize in its importance the fact that, relieved from mechanical duties by an efficient student help program, the librarian can be free for far more essential duties, for an ever-growing school curriculum, and also improve the other services of the library. Of course, library problems will differ according to the school program. I do not attempt or profess to know them all or solve any. It would take one far more experienced in the field than I to tell you what your student help should do, for who but you can say what needs to be done. Are there ever any two days which present exactly the same things to be accomplished? I hope not, for that's what keeps our job alive and interesting; that's what makes us bring enthusiasm and a spirit of love for our profession into each new endeavor, with the hope that we are shaping lives and developing the visions and destinies of God's potential saints. Let us be Christophers in the library; let us help lay the foundation now for those 17,000 librarians that Father Keller says are needed to "Change the World"!



# EDUCATION FOR SCHOOL LIBRARIANSHIP

By REVEREND E. R. VOLLMAR, S.J.

*Associate Director of University Libraries, St. Louis University, St. Louis, Missouri*

When accrediting associations were in their infancy, quantitative standards ruled the day. One group required the high school library to possess one thousand books. I know a principal who met this requirement by touring the parish the week before evaluation and accepting any book offered. That the school acquired a most useless collection of duplicates and worthless titles made little difference. The thousand books were in book cases around the school and no other question asked. Fantastic? Yes, but true!

Gone is the idea that any collection of books makes a library. Going, but not quite gone, is the idea that just anyone can be the school librarian. Qualitative standards now applied to the book collection are being reflected in the qualifications specified for the librarian. Availability and willingness are no longer sufficient; professional training is also required. A good example of this is shown in the new professional requirements specified for librarian in the North Central Association area. Depending on the size of the school, the librarian must have from six to twenty-four hours of library science. A recent survey of the state requirements within the North Central area also reveals that nearly all the states are demanding special training for librarians, and are increasing the amount necessary for accreditation. Because of the variety of requirements it is impossible to chart the specifications but a few examples will indicate the present practice and tendency.

Michigan requires a Bachelor's degree with a major or minor in library science; Kansas requires eight semester hours of library science; Wisconsin specifies four semester hours; Indiana lists eighteen semester hours; and South Dakota asks six semester hours. The tendency to increase and particularize the education required for librarianship is well shown by the fact that

Oklahoma in 1953 will require twenty-four semester hours of library science, Nebraska will make effective in 1951 a requirement of six semester hours, while Missouri this year has adopted a new certification plan for school librarians demanding fifteen to twenty-four hours of library science. In the Missouri plan seven and a half hours are specified to include courses in the preparation and organization of library materials for use, use of library material by pupils and teacher, function and operation of the school library.

This demand for professional preparation poses a real problem for Catholic education. Not only are there but few Catholic schools offering, or equipped to offer, library science, but there is also a dearth of qualified teachers. Although at first sight it would seem that a great deal of the preparation for librarianship deals with mechanics and could be obtained at any college, this is far from true. Librarians for Catholic schools obtain the best preparation in Catholic colleges.

We maintain that the library is the heart of the school. It supports, augments, and supplements the work done in the classroom. The librarian is expected to know the best reference tools and the inadequacies of others. Book selection, alone, demands a person with solid principles of a Catholic philosophy of education. A field such as cataloging and classification may seem indifferent at first sight. But to tackle the religion section without a Catholic interpretation of the scheme followed, rapidly leads to confusion worse confounded.

The recent trend in library schools to abolish the B.S. in L.S. degree is a step forward in library science education. No longer will the library school graduate be afflicted with a graduate degree that is not a graduate degree. Perhaps the preceding sentence does not make sense, neither did the B.S. in L.S.

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The master's program, however, is not the solution to our present problem of education for *school* librarianship. If the titles of some of the courses added are any indication of their content, a great deal of padding for the sake of credit hours is in progress. Nor do economic considerations make it advisable for the school librarian to spend the time and money necessary to obtain a Master's degree.

There is a very definite place in library education for an undergraduate program with emphasis on school librarianship, and embracing the essential courses needed to assure intelligent administration. Some state teacher institutions have already instituted such programs. Because of the few Catholic schools offering a full program towards a degree in library science, some Catholic colleges have even offered correspondence courses in the field. Such a program suffers from all the inadequacies of the correspondence technique, and is not recognized by some states.

This is not a plea for every college to add library science to the curriculum. A strict accounting should be taken to assure ade-

quate facilities, a competent teaching staff, and sufficient students to support the program. Schools cannot operate without libraries. Good libraries presuppose well-trained librarians. The pressure from accreditation requirements is a healthy influence for the whole school.

The trained librarian realizes that the library is essentially a service institution. The making of attractive displays in an attempt to entice increased circulation defeats its purpose when the circulation records are in a state of confusion. While the position of librarian offers some opportunities for apostolic endeavor, the librarian who neglects cataloging for student counselling is rather a handicap than an aid to both the school and the salvation of souls. The professionally trained person realizes that the librarian's purpose is really that of the *servus servorum*. Training develops the needed coordination between philosophy of education, mechanics of librarianship, and professional attitude and approach to the school library problems. Let us hope that an increase of trained school librarians will promote great effectiveness in the teaching program of the whole school.

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## NUNS AS SCRIBES AND ILLUMINATORS

By SISTER MARY AURELIA MASINO, R.S.M.

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It is a satisfaction to learn from their catalogs that several of our Catholic library schools are, like their secular contemporaries, Columbia and Denver, retaining the history of books and manuscripts courses in their new graduate curriculum. History itself records the debt civilization owes to the popes and Catholic Rome for the preservation of letters, especially those precious manuscripts that crossed the Bosphorus to escape the Turks, and for the protection accorded the scholars who cherished them and made possible the Christian Renaissance. It is in the history of books and culture courses, however, that the Catholic librarian-to-be may find himself "at home" in the fertile

pasturage of his Christian heritage. Of special interest to him, perhaps, will be the study of manuscripts and their monastic preservers; his studies will drive home to him the fact that under the protection of the Church, women, and in particular religious women, have consistently shared in the development of the arts and sciences. Monica Baldwin of *I Leap over the Wall*<sup>1</sup> fame vouches for the persistence in the English cloisters of the scriptorium, in which the art of illumination still flourishes in this year of grace, 1950.

The nineteen-forties have been prolific in the recognition of these "Sisters of the Illuminated Word", as one newspaper caption terms them. Perhaps it was the renown accruing to the Lauren Ford-Bethlehem project

1. Baldwin, Monica, *I Leap over the Wall*, Rinehart, 1950, pp. 45-46.



## NUNS AS SCRIBES

of establishing a congregation of Benedictine nuns as a center for the arts and crafts renaissance that started journalists on the search for the less publicized "artists of the cloister". Catholics who read their papers will have learned that throughout the United States of America (not to mention other countries) and sometimes in the most unlikely places, twentieth-century American daughters of the Church are carrying on the tradition of their Anglo-Saxon and medieval ancestors in the art of lettering and illumination. A glance at these ancestral activities should illuminate the modern attempts.

Scribe, scriptorium, illuminator, rubricator, and kindred terms conjure up pictures of learned cowed monks silently and prayerfully working in groups or individually copying and illuminating valuable works of antiquity. Holy Scripture, writings of the Fathers of the Church, and the classics formed the favorite task for the scribe, usually a monk.

This laborious and charming art was practised with great success, however, by many an abbess and her nuns in countless convents throughout Europe and Asia and parts of north Africa.

Cassiodorus and St. Benedict as well as later founders of monastic schools insisted in their rule not only on manual labor and prayer but also on literary labors: study, reading, writing, and illuminating. It is to these early scribes, monks, and nuns that we owe the invaluable manuscripts in which is preserved our heritage of past ages.

It was in the monastery of Vivaria, founded by Cassiodorus, that for the first time in European monasteries such literary labors were carried on as part of the rule and routine of the day. It was at Monte Cassino, founded by St. Benedict, that the scriptorium was established and formed a model for succeeding Benedictine monasteries. Such mental labor was binding on the nuns as well as on the monks.<sup>2</sup> St. Caesarius of Arles in the fifth century required that the nuns should be able to read and should devote two hours daily to study. Montalembert in his *Monks of the West*<sup>3</sup> devotes an informative chapter to "Learned

Anglo-Saxon Nuns". He writes of their work as poets, educators, scribes, and illuminators. He speaks enthusiastically of their beautiful calligraphy, their use of silver and gold in beautifying the vellum pages, and of the lovely tint-like colors used in their drawings and illuminations.

Both Putnam and Montalembert list names that form an enviable roster adding luster to the history of this delicate art whose ancestral tree has its roots even in the fourth century B. C.

Many of the professional Roman copyists were women of rare ability. When Origen undertook in A. D. 231 the revision of the Old Testament, St. Ambrose sent to his assistance "a number of deacons and virgins skilled in calligraphy".<sup>4</sup>

A detailed account of these nun scribes and illuminators would be too lengthy for this sketch; but mention might be made of St. Aura, of the nun Bertile whose learned lectures brought to Chelles in the sixth century many students both male and female; of St. Radegunde who brought to Poitiers the ancient rule of St. Caesarius. Radegunde, friend of the poet Fortunatus, was daughter to a king of Thuringia and widow of Clotaire. She took the veil in a monastery of Poitiers where her daughter Agnes was abbess. Radegunde was noted for her deep knowledge of the works of Sts. Gregory, Basil, and Athanasius as well as for being a scribe of no mean ability. In Germany, the learned nun Lioba, an English Benedictine, became the friend and co-worker of St. Boniface and a remarkable scribe. Cecilia, daughter of William the Conqueror and abbess of Kucaen, was known for her school of grammar and philosophy and also for her record as a scribe. The Benedictine abbesses of Eck were outstanding for the beauty of their calligraphy and the designs used in their illuminations.

Herrad of Landsberg, a twelfth-century abbess, was the author of *Hortus Deliciarum*, a kind of encyclopedia of the science of her age. In the text there are three hundred and thirty-six fine illustrations. Putnam in his chapter, "Influence of the Scriptorium", deals at length with the work, as scribe and calligrapher, of the nun Diemudis, or Diemude,

2. Putnam George Henry, *Books and Their Makers in the Middle Ages*, Putnam, 1896.

3. Montalembert, Comte Charles de, *The Monks of the West*, Noonan, n. d. vol. II, pp. 690-695.

4. *Americana*, vol. 18, p. 243.

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of the monastery of Wessobrunn about the time of Gregory VII. It is almost incredible the number of works transcribed by this tireless worker whose volumes are "most beautiful and legible".<sup>5</sup>

More familiar to the general reader or student of the art of illumination is Hroswitha of Gandersheim, she who resolved to out-Terence Terence. As he extolled the triumph of vice, she extolled the triumph of virtue, especially that of purity. Hroswitha, whose works were edited as late as 1858, chose drama, epic poetry, and legend as the media to carry her message to her generation.

To return to America and the modern: the *New York Sun*, January 7, 1947, devotes a full page to the specimens of illuminated manuscripts that the Sisters and nuns of the New York area, by request, contributed to the Metropolitan Museum exhibit. Sister Mary Andrew, Sister of Charity, at the College of Mt. St. Vincent-on-the-Hudson, was asked to contribute two of her books, done on vellum in black and crimson and gold, for this exhibit, first of its kind in the country. Other contributors were Sister Ste. Christopher and Sister Ste. Helene, who learned more than the rudiments of their

art at their motherhouse, that of the famous Congregation de Notre Dame de Montreal; and Sister Ste. Jeanne, the French nun who teaches her art to numerous other Sisters at Fordham. Mother Mary Philomena, O.S.I.'s "Blessing on a House" was chosen for its beauty by the Metropolitan Museum. The *Catholic Virginian*, February 3, 1950, and the *Catholic Alumnae Quarterly*, March, 1950, give space, respectively, to Sister Lurana, S.B.S., the Rock Castle nun designer of Stations of the Cross, and to Sister Noreen, S.S.N.D., an exhibition of whose paintings was presented by the Demotte Gallery, New York City, in January, 1950. In other areas, small groups of nuns work happily at their art; for instance, during these past decades of years, either from her hospital bed or, until almost recently, hidden away in her studio on the top floor of the Sisters' infirmary at Nazareth, Ky., a talented little contemplative Sister of Charity has been sending out beauty and loveliness under the initials of her Congregation.

In conclusion, will not some bright students of our graduate library schools take for project the locating of specimens of this rare art to be made accessible for study and evaluation?

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## LITANIES AND LIMERICKS<sup>1</sup>

By MARIUS RISLEY

*Instructor, Department of English, University of Buffalo, New York*

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If Carl Sandburg can define poetry as "the synthesis of hyacinths and biscuits", I think a Christian might use such a phrase as "litanies and limericks" to express the complement and contrast of life's serious, aspiring aspects and its relaxing counterpoise. An epigram expresses this harmony in saying that we serve God by being cheerful. Monsignor Fulton Sheen makes the point in suggesting that the test of a work of art might be that, ultimately, it makes us laugh or think of God. Hence, the good life is a symphony of litanies and limericks.

It is my thesis that in the tensions of living, in the striving to do better today than we did yesterday, we need—and we need desperately—a sense of humorous values. How well we have done with our litanies I cannot say, but I feel somewhat surer that there has been a steady diminuendo in our natural, spontaneous perception of humor. It is a sad commentary on our age that laughter, which was meant to flow freely and to lubricate the inevitable frictions in human relations, has become a rather desperately plied industry in commercial amusements. This judgment seems as valid for some of the upper reaches of radio and television fare as for the nether fare of the burlesque theater (actually well named) with its bur-

5. Putnam, George Henry, *Op. cit.*

1. Condensed from a paper delivered at the Western New York Catholic Librarians' Conference meeting, November 11, 1950.

## LITANIES AND LIMERICKS

lesque, not only of the sacred subject of sex, but wherein even laughter becomes a caricature of the genuine thing.

In 1936, Agnes Repplier lamented the death of laughter in an incisive volume of essays entitled *In Pursuit of Laughter*, in which her theme was that laughter should not *need* to be pursued, but should come to us casually as a by-product and kind of spiritual barometer that we are on sound terms with life, with God, and with everyman.

Stephen Leacock in *Humor and Humanity* says as much when he corrects the popular misconception of Goldsmith's verse, "The loud laugh which spoke the vacant mind" (from "The Deserted Village"). To interpret this as meaning "all mouth and no mind", and as a condemnation of the kind of hearty, belly laugh associated with Presidents Taft and Cleveland, is to take Goldsmith out of context. He is extolling the simple, care-free cotter at his ease before a humble, happy hearth. Only such a mind, free of anxiety, can laugh heartily. The loud laugh spoke the mind vacant only of guilt and filled with heart's ease. It is perhaps fair to say that this is the only condition on which laughter can be honestly and fully realized.

Another reason, I think, for our century's losing its sense of humor is the abnormal order of life which a technological society has forced upon us. Our thinking and getting and spending have been fashioned in the mold of specialization, often a narrowing if necessary specialization, instead of conditioning us for the higher dream of one world and one destiny for mankind. Millions do not or cannot think beyond their egoistic little worlds to which a faulty education or a faultier economy have consigned them. If this is less true of the responsible Catholic and Christian, he has the liberalizing influence of a universal faith and a Catholic *Weltanschauung* to thank for it. For to millions of our fellow Americans, even religion, which should cause us to think in universal, transcending terms, is also departmentalized into limits of time and sect. The penalty we have paid for over-specialization is to have raised up a generation of fractional personalities, men and women seldom whole and often hollow.

Sociologists observe that this over-specialization was soon reflected in the home and family. In earlier, smaller communities a man's work, his play, his family, his worship were more closely related, both in time and space, as well as in psychological synthesis. This condition favored a more complete personality. Today, in large industrial centers and elsewhere, this is seldom the case. Our work, our play, our home, our worship are being forced farther and farther apart. This person, for instance, sees us only at our job, but may never see us in any other capacity. Another sees us only at home, or as a neighbor, but knows little or nothing of our personality and motivation away from home. Another sees us at play who has never seen us in our roles as parents, teachers, or workers, when our responses are apt to be different from what they are on the golf course. But how many see us as total persons? And if we are fractional personalities, how many persons, how many situations do we see with anything near a total view? Then when problems arise, the doctor may see socialized medicine only from his oblique point of view. The laborer sees industrial questions from his myopic point of view; the industrial manager, from his special outlook. What is needed, however, are more persons able and trained to see the total view, a requirement as admittedly difficult as the problems facing us.

My point is that while we must have specialization, and its benefits are self-evident, yet we who work in specialized, confining areas, be they the home, school, office, or factory, need to concern ourselves with some kind of balance if we are to be something approaching total human beings. The governed, no less than the government, need checks and balances if we are to avoid being unchecked and unbalanced persons. Chemists, I understand, can now change one chemical element into another by what is called transmutation. It is often just as possible to change or rebuild aspects of personality in favor of a better balanced human being.

My proposal, then, is to the specialist in the uneconomic aspect of his or her career. Few things, it seems to me, can serve him so well or so long as a sense of humorous

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values. This is so because in a generation of tensions, humor and laughter are relaxing. Humor is a protection, a safety valve, a compensation for the serious duties we have to perform. It is our consolation prize for having to bear with daily frustrations. It is that wonderful provision of nature which keeps our nerves from getting on the outside of our skins. It is the funnybone therapy for the unhealthy introvert. In its moral dimension, humor, as Will Cuppy said, "is meant to blow up evil and to make fun of the follies of life".

Humor is a universal value that unites men in good feeling, a fact demonstrated every time a speaker begins his talk with a good "gag" in order to relax his audience and to get them to like him. The same thing can and does happen in larger and larger spheres of influence. That is why I dare to suggest that humor was probably meant to be a substitute for war. Could you really hate or want to kill anyone who brought you a good laugh every day? Can you imagine wanting to kill a Will Rogers, a Mark Twain, or the Marx Brothers?

But we have not even begun to realize the value of the humorous experience as a power for peace. Some of our greatest writers, however, understood this, and I would venture the claim that the comic catharsis and good feeling engendered by geniuses like Chaucer, Shakespeare, Cervantes, Dickens, and Chesterton have done more to keep society well ordered than a thousand diplomats.

The phenomenon of laughter is, I think, one of the great unexplored potentials in the human relations, and we need an experimental science in humor in order to utilize whatever it may hold as a force for peace. Since our foremost problem is to keep society well-ordered, I maintain that humor is an important and as yet overlooked and underestimated resource for uniting and motivating men in good will.

(I have not yet solved the riddle of the specialist whose specialization *is* humor. Eastman tells of the tired patient in the physician's office for a check-up. After examining him, the doctor said: "Nothing the matter. All you need is a little change—take the night off and go see Al Jolson." The

patient replied: "I *am* Jolson." My point, of course, is made for persons to whom humor is to be an *avocation*, not a *livelihood*.)

But the truth of the matter is that we do not yet know *what* humor is. We see it as an effect, but no theory as to its cause has yet been entirely adequate. Humor is where you find it. It is *this* to me, *that* to you. It is a will-o'-the-wisp that eludes analysis. None of the writers who have tried to explain the phenomenon of laughter seems able to approach it with the scientific objectivity with which researchers in chemistry or physics would discuss a phenomenon in those fields.

Some of the deepest thinkers throughout the centuries have contemplated and experimented in an attempt to fully analyze and to strictly define the humorous experience. But while many went far towards solving the enigma, none, one feels, said everything that needs to be said in explaining the pleasure we take in laughing.

To writers of such widely separated centuries as Aristotle and Stephen Leacock, all humor is in essence the perception of some kind of incongruity. This much is fairly well agreed upon by most writers on the subject, but here agreement generally ends. But if even this much is valid it is a precious starting point. Techniques which would guarantee an increase of physical and psychological incongruities (of a harmless kind) would thus increase the number of possible ludicrous responses. The skilled individual would use these possibilities to secure cooperation and rapport in situations otherwise susceptible to hostility and opposition. We already do this to some extent in situations demanding what we call tact, which has been defined as making a point without making an enemy. A consummate example is the urbanity with which Florence Nightingale is said to have quelled the superstition that night air is miasmal and unhealthy for sleepers by simply stating that, after all, night air is all the air there is at night! Her palpable wit has been remembered in all the years during which a less suave or irate answer might have been forgotten.

But we need this same process on a more scientific basis, with known and reasonably certain laws of cause and effect. Perhaps



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the science of semantics holds one key to the unlocking of such useful knowledge.

To such widely differing talents as Immanuel Kant and the popular writer, Max Eastman, the essence of humor is in psychological disappointment, in the frustration of mental expectation. To Henri Bergson, all humor was based on feelings of superiority and inferiority, all jokes were on someone. To Freud, all humor was rooted in our unconscious ambivalence, and the perennial popularity of the risqué joke is explained, he said, by its affording an illicit moment of eluding the censor.

But these and other theories of humor leave us unsatisfied. A given instance of the comic may be in part any or all of these

things, but we are far from saying the last word on the subject. Perhaps the greatest joke of all is to try to analyze a joke. But I do not for a moment advocate giving up the attempt.

For the individual, and here I speak with some experience, no avocation can be more rewarding than the collecting of a library of humor—books of wit, characterization, anecdotes, verse, cartoons, epitaphs, boners, or just incongruity in any form. For those of us working amidst the dangers of narrowing specialization, such an avocation can be especially equilibrating.

"Words are the wine of life", says E. M. Forster. When they are words of true wit, it is Jove's nectar we sup.

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## NEW OFFICERS

As a result of the recent ballot, Dr. Helen Butler, professor of library science at Marywood College, has been elected vice-president (president-elect) of the Catholic Library Association for the term 1951-1953. Dr. Butler will assume office later this month at the Twenty-Fifth Annual Conference in Chicago.

Also elected at this time were Rev. James J. Kortendick, S.S., head, Department of Library Science, Catholic University of Ameri-

ca, and Sister M. Eone, O.S.F., librarian and head of the Library Science Department, College of St. Teresa, Winona, Minnesota. These new members of the Executive Council have been elected for the period 1951-1957.

The CATHOLIC LIBRARY WORLD, on behalf of the other officers and members of the Association, takes this opportunity to extend to these new officers its congratulations and good wishes for a successful tenure.

# AT YOUR SERVICE....

## A PAGE OF REFERENCE TOPICS

Sister M. Claudia, I.H.M., Editor  
Marygrove College Library,  
Detroit 21, Michigan

### Will You Be There?

Judging from the interest shown in suggesting topics for discussion at the College and University Sectional Meeting of the annual conference in Chicago during Easter Week, we expect to have a goodly representation in attendance. Come prepared to contribute your ideas on the problems involved in micro-reproduction, interlibrary loans, and periodicals, from a reference point of view. We should like to have as much informal discussion of these matters as possible.

### New Editions

The 1951 *Ayer's Directory of Newspapers and Periodicals*, now in preparation, will contain the 1950 Federal Census population figures.

*Patterson's American Educational Directory*, published yearly since 1904 by the American Education Company of Chicago under the direction of Homer Patterson, was taken over in 1949 by Field Enterprises, Inc. The 1951 edition, now off the press, has been completely revised and entirely reset under the general editorship of J. Morris Jones. The material in the *Directory* is divided into six sections, each section prefaced by a brief statement giving the specific purpose and scope of the division. A geographical section, including state, county, and city officials, is followed by a list of diocesan superintendents of Catholic schools, also arranged geographically. Other sections include a classification listing forty-six groups arranged alphabetically by subject, an alphabetical index listing all schools by name, a list of public libraries arranged by states, a list of educational associations and societies giving addresses and executive officials. A section on instructional materials and equipment was prepared for the *Directory* by Paul W. F. Witt, Associate Professor of Education, Teachers College, Columbia University. An educational trade index and buyers' guide is followed by an alphabetical list of manufacturers and publishers with their addresses.

### News from the Periodicals

Every librarian will want to read "Giant of Bibliographers", Jack Harrison Pollack's tribute to Halsey W. Wilson, founder of the company "that hasn't used a salesman in thirty-two years" (*Saturday Review of Literature*, February 3, 1951, p. 32-34). The same issue contains an article on the American home reference library by Louis Shores accompanied by a highly selective list of reference books published during 1950 (p. 34-40).

Two interesting articles on the 1951 Festival of Britain appear in the January 1951 issue of the *Stechert-Hafner Book News*: "Books and the Festival of Britain, 1951", by the Rt. Hon. Sir Norman Birkett, President of the National Book

League, and "The 1951 Exhibition of Books", by John Hadfield, scriptwriter and organizer of the Festival of Britain Book Exhibition to be held at the Victoria and Albert Museum.

The August 1950 issue of *Industrial and Engineering Chemistry* presents a symposium on "New Techniques in Chemical Literature". Two papers of special interest to the librarians are Fremont Rider's "Microcards, a New Form of Publication", and Maurice F. Tauber's "Problems in the Use of Microfilms, Microprint, and Microcards in Research Libraries".

The Library of Congress *Information Bulletin* for February 5, 1951, reports a one-day Conference on Micro-Reproduction of Scholarly Material held in Ann Arbor at the University of Michigan on January 30 under the sponsorship of Mr. Eugene B. Power of the University Microfilms, Inc. Representatives of a number of libraries and other interested institutions were in attendance.

### With the Publishers

The Scarecrow Press (Washington, D.C.), recently established by Ralph R. Shaw, proposes to publish scholarly works and other contributions to librarianship in relatively small editions with no subsidy. Its first imprint, Alfred Hessel's *History of Libraries*, translated with supplementary material by Reuben Peiss, was released in 1950.

Publication of the *Handbook of Latin American Studies* has been transferred from the Harvard University Press to that of the University of Florida.

A number of out-of-print Sheed & Ward titles are being reprinted this spring. The list includes Dietrich von Hildebrand's *In Defence of Purity*, E. I. Watkin's *A Philosophy of Form*, C. C. Martindale's *The Faith of the Roman Church*, and Gertrud von Le Fort's *Song at the Scaffold*.

Copies of the catalog of the Francis Thompson Collection in the Harris Reference Library are available at 1/1½ (including postage) from the Harris Public Libraries, Preston, England.

### USBE

The United States Book Exchange announces that, thanks to the demand and to a physical expansion of their work area, they will be able to accept unlimited special requests for domestic periodicals on exchange. Orders will be processed according to a definite schedule. Present members will enjoy priority over new members, but the stocks will be open to any institution which wishes to establish exchange relations with USBE. Detailed information may be obtained from USBE, Inc. c/o Library of Congress, Washington 25, D. C.

# THE GUIDE POST

A PAGE FOR PARISH LIBRARIANS

Lucy Murphy, *Editor*  
Public Library,  
Buffalo 3, New York

Good St. Patrick sheds the luster of his life over March, taking us back to the time when the Druids and he contended for the allegiance of the Celtic people. St. Patrick won. Since then, his followers have not only played an important part in Church and State affairs but also in librarianship. Libraries were in demand just as they are today for enlightenment and instruction. Great libraries were set up not only in Ireland but on the Continent of Europe by the Irish monks. Today, priest and layfolk are carrying on the apostolate of the intellect in his name.

There are many parish libraries throughout the United States whose patron is Patrick, but space permits the mention of but a few.

In San Diego, California, the Legion of Mary gives book service to the parishioners of St. Patrick's parish in the neighborhood of 32nd Street. Another St. Patrick Parish Library is located on 30th Street. A lending library is connected with St. Patrick's Parish Library in Millville, Minnesota, and Mrs. L. R. Murray is the librarian of St. Patrick's Church, Crosby, North Dakota.

Texas boasts of three: in El Paso, Lufkin, and San Antonio. Virginia, an early home of parish libraries in this country dating back to Colonial days, has a flourishing parish library connected with St. Patrick's in Richmond. Rt. Rev. Msgr. J. M. Owens takes time from his priestly duties to devote to his parish library at St. Patrick's in Hudson, Wisconsin, and the Literature Committee of the Catholic Women's Club in Eau Claire has promoted the use of the St. Patrick's High School Library among its Club members. These women hold meetings at individual homes and keep in circulation about fifty books borrowed from the school library. Every two months, they meet at the school for an exchange of books. They pay a fifty-cent fee each year and as a whole the club members make a donation to the school for the purchase of new books. Many individual members also make donations of worthwhile books.

In Oneida, New York, there is a library in St. Patrick's parish. Another is in Watertown, in charge of the Sisters of St. Joseph. Brooklyn, New York, has St. Patrick's Lending Library, while Buffalo has the Fraternity of the Third Order of St. Francis Library at St. Patrick's church.

Mrs. James G. Frantz is librarian at St. Patrick's Library in the historic Pennsylvania Dutch town of York. The library at St. Patrick's in Scranton was established by the late Rev. J. B. Whelan, back in the mauve decade, when adult education did not have to compete with such high-powered vehicles of communication as radio, the movies, and television. The library was a part of his household. Hon. John Durkan, former Mayor of

Scranton, was one of the early patrons, later inheriting the position of librarian. He brings us up to date on some of its activities:

"In other days we had our debating clubs, our literary organizations in connection with the resources of the library. The pastor was the librarian for many years and he took a special interest in giving us the desired books and information. How he delighted to talk to us about the various centers of culture! He would say: 'London was the chief center of culture. There were Goldsmith, Sheridan, Shakespeare, Boswell, Beauclerk, Sir Joshua Reynolds, and Oh Rare Ben Johnson. Later they moved it to Boston. Since books are ambassadors, let us try by our reading the best in literature, likewise by interesting others in the art of reading and writing, to have the center of culture moved to St. Patrick's parish.'

"We haunted the library and sharpened our reading appetites. Our programs and reading matter were always informative, cultural, and spiritual. From this library came the famous debating school of the Y.M.I., St. Brendan Council. The members challenged, met, and defeated many of the debating teams from all over the country. A goodly number of their members went forward and held positions of responsibility both in Church and State; the result of their early training augmented and supported by the library."

The mauve decade has left many memories of the value of reading and parish libraries. There are no debating or discussion groups connected with the parish libraries of today. This atomic age reflects sad reminders of a better way of living. However, we librarians are somewhat to blame for the lack of reading interests among the parishioners. Do we convey to them the enthusiasm we feel about a good book? We can, by discussion or even indirection. Do we do an effective job of publicizing our parish libraries? We can, by selling the idea that reading is rewarding. Let us become more zealous librarians and work with the same spirit of Patrick.

We cannot by-pass the magnificent work being done in Canada and other parts of the world. There is a St. Patrick's Parish Library in Montreal, and Rev. Daniel J. O'Donnell is doing splendid work with the apostolate of the intellect in London, Ontario. Prior to the Korean outburst, the Columbian Fathers at St. Patrick's Mission, near Wusik, China, serviced reading matter once a month to the fishermen and their families who dock their fishing junks and sampans along the river banks.

This is a brief list and an account of parish libraries carrying on adult education in the name of St. Patrick for the honor and glory of God.

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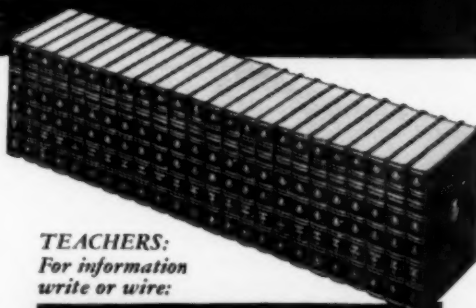
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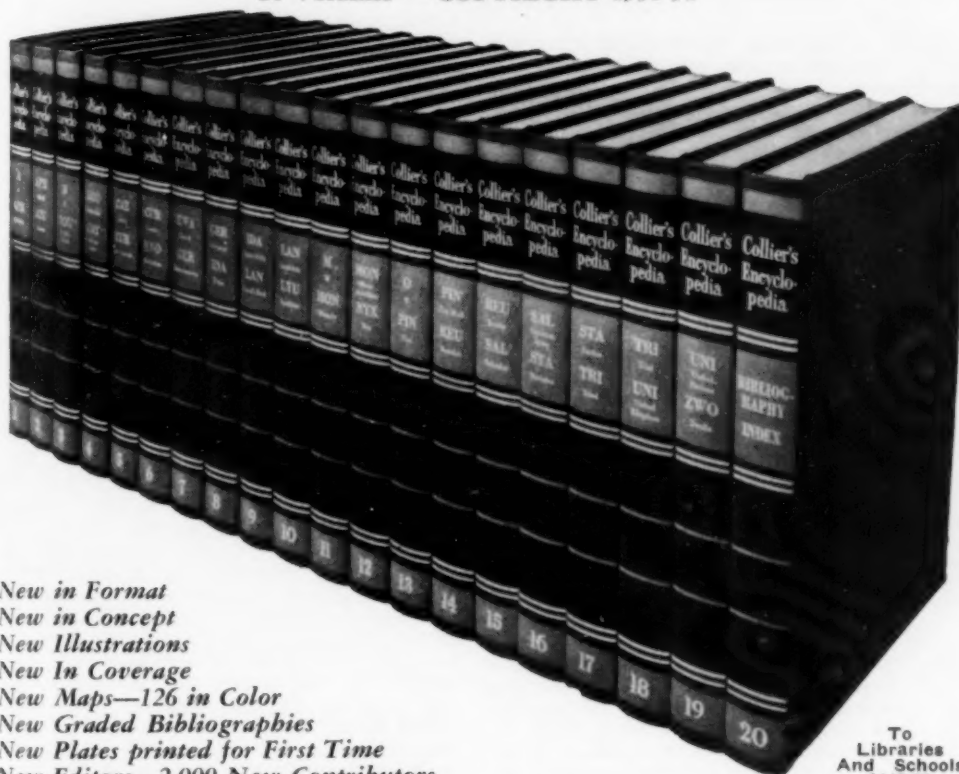
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Rev. Robert I. Gannon, S.J., former President of Fordham University, served as an Advisory Editor in the field of Religion and supervised the preparation of Catholic articles.

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# TALKING SHOP

A PAGE FOR HIGH SCHOOL LIBRARIANS

Richard James Hurley, Editor  
260-60 75th Avenue,  
Glen Oaks Village, N. Y.

An "avid reader of C.L.W." who "wouldn't miss a word of T.S." and thereby put our ego up at least several notches, asked the editor to suggest a few periodicals to be read consistently and regularly with profit and a minimum of time by the librarian for 675 students and by her more experienced library aides. Well, here goes, Sister Librarian, assuming that you meant professional periodicals. After the C.L.W., I would recommend the *Wilson Library Bulletin* and *Top of the News*, published by the A.L.A. Division of Libraries for Children and Young People, and in the future by the American Association of School Librarians. The *Horn Book* is noted for its literary flavor. For keeping track of book reviews, on the Catholic side of the fence are *America*, *Catholic World*, *Ave Maria*, and *Extension*, with *Books on Trial* providing greatest coverage although uneven in quality. Diocesan papers usually contain a book column and it is nice to remember that the one in the *Michigan Catholic* is edited by Father Francis X. Canfield, chairman of the Michigan Unit, C.L.A. *Library Journal* and *Booklist* are the principal media on the other side. If anyone can improve this listing, kindly send in your suggestion and we will gladly give it honorable mention in T.S.

Did you know this was the LaSallian year: May 24, 1950-November 21, 1951? We didn't either until Brother Sylvester, C.S.C., of St. Louis wrote us a short time ago. Brother Sylvester was Chairman of National Catholic Book Week for several years and mainly responsible for its present impressive stature. Now recovered in health, we know he will again lend his talents to the cause of Catholic libraries.

We were delighted to get the first issue of the *Newsletter* of the Michigan Unit. We were also interested in noting that one of the two editors of the *Newsletter* of the Western Pennsylvania Unit is a school librarian, Sister Catherine Siena, I.H.M. The tenth anniversary issue appeared with such pertinent items as personal notices for the elementary and the secondary school sections of the unit and an announcement of a special meeting for the intermediate grade teachers of the Pittsburgh Diocese to discuss the school library. Can any other unit's school librarians better this activity? If so, let's hear about it.

We have looked over Compton's "Candid Comment," a large 20-page illustrative brochure advertising the 1951 edition of *Compton's Pictured Encyclopedia*. A sampling of the 15-volume set is given and includes Indians, shelter, housing, policemen and firemen, clothing, time, American

literature, insects, biographies, Northmen, and several other subjects. A booklet which reprints the new articles on Shelter and Housing is free on request from Miss Leora J. Lewis, Director of Library Service, F. E. Compton & Co., 1000 N. Dearborn St., Chicago 10, Illinois. We suggest they reprint the painting of the Santa Maria on the cover for distribution to school librarians who need something just right for Columbus Day.

We were also glad to receive a review copy of *Patterson's American Educational Directory* now issued by Field Enterprises. Although we have reviewed this first-rate reference work in the regular review section of the C.L.W. we might point out here that the volume has a lot of valuable material for school librarians. The state directory which constitutes the major half of the book, is followed by a list of the Catholic diocesan superintendents of schools. The next section of classified schools is a prime source of occupational information on schools in 45 categories, such as Law, Medicine, Engineering, Nursing, Education, Library Science, and the like. Each list is arranged by state. There are lists of state librarians and state library extension agencies, state school and children's library supervisors, and state and regional library associations. The Classified list of instructional materials and equipment is worth the price of the volume. Under each subject of the curriculum (except religion) is a carefully selected list of textbooks, reference works, workbooks, charts, models, equipment, and the like. By a happy coincidence its editor is our instructor at the present time and we know the care taken in compiling this section.

A third item is the 35¢ edition of Catholic bestsellers announced by Doubleday. On December 4th, Father Keller's *Careers That Change Your World* appeared in the Perma-book edition and, on February 5th, his *Three Minutes a Day* was included. Thousands of letters, 8,000 to be exact, came to Doubleday asking for these reprints in response to an article by Father Clarence J. Krull of St. Louis in several Catholic magazines. Previously, about two years ago, there had been a chance conversation at a convention in St. Louis between Mr. Walter O'Keefe of Doubleday, and Father Krull. We suspect that, if this series becomes an actuality, the St. Louis Unit of the C.L.A. should receive the sincere thanks of the Association for its vigor.

We had a few more notes for the March issue but will restrain our enthusiasm except for a happy St. Patrick's Day to you! We are taking the family to see the annual parade down Fifth Avenue in New York. It will be a great day.

# CONTACT FOR CATALOGERS

## A CLEARING-HOUSE PAGE FOR CATHOLIC CATALOGERS

Rev. Oliver L. Kapsner, O.S.B., *Editor*  
*St. John's Abbey Library,*  
*Collegeville, Minnesota*

### Relative Utility of Catalog Entries

A year ago, the Library of Congress made an attempt to determine the relative utility of catalog entries through a study covering the use of the various entries in its public card catalog by patrons.<sup>1</sup> The purpose of the study was to help the cataloging department decide what entries should be made and whether a reduction of added entries was possible. Every library can profit from its findings.

As a preliminary it must be borne in mind that the Library of Congress has two classes of readers who consult its catalog: readers in the general reading room, and researchers using the special study facilities. These two classes were studied for main entry approach, subject entry approach, and added entry approach.

The main entry approach is used by general readers a little less than half the time, by study facility patrons about two-thirds of the time.

The subject entry approach is used by general readers to the same extent as the main entry, by special study facility holders from a quarter to a third of the time.

Titles consulted constitute from three to nine per cent of all title added entries. Other type of added entries consulted (editors, translators, joint authors, corporate bodies, etc.) are less than three per cent of the total.

Surely, we are aware that the brevity of this summary is apt to give a superficial picture of the relative value of catalog entries, for statistics must always be carefully analyzed through various comparisons in order to yield reliable percentages. Nevertheless, the figure for subject entry approach, 25-50%, is both revealing and impressive. Apparently a large proportion of readers are not merely seekers of particular titles, but expect the catalog to help them locate previously unknown books on a particular subject.

If any Catholic libraries have made a similar study of the relative usefulness of catalog entries in their own libraries, this page is ever ready to disseminate their findings and comments.

### Boost the Union Catalogs

In recent correspondence Mr. Eugene P. Willing, director of the library at the Catholic Uni-

versity of America, mentioned that one of their master's students in Library Science made a survey of the titles in Hervé's textbook of Dogmatic Theology<sup>2</sup> and discovered that approximately one-third of the titles, chiefly in Latin and French, are not located at present in the national Union Catalog maintained by the Library of Congress.

This does not exactly sound flattering for the Catholic libraries in our country. All of the reference works listed in Hervé are certainly contained in the holdings of American Catholic libraries, specifically the seminary and monastic libraries. If one-third is not located in the national Union Catalog, that can only be because catalogers do not send in to the Union Catalog records of those titles for which Library of Congress cards are not available.

A few years ago, the Librarian of Congress publicly requested contributions of Catholic titles from Catholic libraries for the Union Catalog. If gaps in Catholic literature are too noticeable there, it is not because the national Union Catalog places obstacles towards including Catholic titles. Perhaps it can bear repetition, that our national Union Catalog is as Catholic as our Catholic libraries make it.

### Revisions and Re-Classifying

Quote from an inquiry:

"This summer we cataloged the collection at our new novitiate. We used Lynn, and it was my first opportunity to get that much experience using Lynn heavily, since our library here in the college has not yet begun using it. We intend to do so, though, in the near future.

"I am wondering if you would consider it necessary to wait until the new revision of Lynn is finished before beginning to re-catalog this section. Since this is the library that is used by the Motherhouse Sisters the spiritual reading section is fairly large. Would the changes in Lynn be such that a third cataloging would be necessary?"

Answer: It is quite safe to assume that changes will not be such as to necessitate re-classifying on the part of those who have used the first edition of J. M. Lynn's *Alternative Classification for Catholic Books*.

1. Spalding, C. Sumner. "The Use of Catalog Entries at the Library of Congress," in *Journal of Cataloging and Classification*, Fall, 1950, vol. 6, p. 95-100.

2. Hervé, J. M. *Manuale theologiae dogmaticae*; nouvelle édition. 4 vols. Paris, Berche et Pagis, 1949.



## NEWS AND NOTES

### TWENTY-FIFTH ANNUAL CONFERENCE

Hotel Sherman, Chicago, Illinois

March 26-30, 1951

THEME:  
UNEXPLORED HORIZONS

#### CONFERENCE CHAIRMAN

Mr. John O'Loughlin, President, Catholic Librarian Association

#### LOCAL ARRANGEMENTS COMMITTEE

*Honorary Chairman:* His Eminence, Samuel Cardinal Stritch, Archbishop of Chicago.

*General Arrangements Committee:* Sister Mary Aurelius, B.V.M., Librarian, Mundelein College, Chicago; Chairman, Illinois Unit, *chairman*; Reverend A. H. Matlin, S.J., Director of Libraries, Loyola University, Chicago; Sister M. Serena, O.P., Rosary College, River Forest, Illinois; Miss Mary Margaret Morrissey, Librarian, Taft High School, Chicago.

*Publicity:* Miss Helene Rogers, Assistant State Librarian, Illinois, *chairman*; Sister Mary Madelena, B.V.M., Chief, Public Relations Dept., Mundelein College, Chicago.

*Lodging and Hospitality:* Reverend Vincent T. Mallon, M.M., Librarian, Maryknoll Seminary, Glen Ellyn, Illinois, *chairman*; Brother Romanus, C.S.C., Holy Trinity High School, Chicago; Sister Mary Paul, O.S.B., St. Scholastica's Academy, Chicago; Miss Bernardine McLaughlin, Woodlawn Branch, Chicago Public Library.

*Tour:* Miss Marita Dwyer, Lucy Flower High School, Chicago, and Miss Ursula Courtney, Auburn Branch, Chicago Public Library, *co-chairmen*.

*Registration and Membership:* Miss Mary Frances McManus, Superintendent of High School Libraries, Chicago, *chairman*; Sister M. Luella, O.P., Rosary College Library School, River Forest, Illinois; Sister M. Norita, St. Xavier College, Chicago.

*Mass:* Right Reverend Monsignor Harry C. Koenig, St. Mary-of-the-Lake Seminary, Mundelein, Illinois, *chairman*.

*Luncheon:* Reverend Redmond Burke, C.S.V., Director, De Paul University Libraries, Chicago, *chairman*; Mrs. Philip Gault, De Paul University, Chicago; Miss Camille Rigali, Librarian, Daprato Library of Ecclesiastical Art, Chicago.

*Reception and Information:* Mrs. Josephine Murphy, Librarian, St. Gertrude's Parish Library, Chicago, *chairman*; Mrs. James Leahy, Librarian, St. Joseph's Parish Library, Wilmette, Illinois; Sister Mary Elvira, O.S.F., Librarian, College of St. Francis, Joliet, Illinois.

*Exhibits:* Mr. Martin McDonough, Asst. Librarian, Wright Junior College, Chicago, *chairman*.

#### MASS

The Twenty-Fifth Annual Conference will be opened with the celebration of Solemn Mass Coram Pontifice at the Cathedral of the Holy Name on Tuesday, March 27, at 9:00 A.M., with His Eminence, Cardinal Stritch presiding.

#### OFFICERS OF THE MASS

*Celebrant:* Reverend Thomas J. Shanahan, Librarian, St. Paul Seminary, St. Paul, Minnesota; Past-President, Catholic Library Association.

*Deacon:* Reverend Emmett Regan, Director, The Cathedral Book Club, Chicago.

*Subdeacon:* Reverend John H. Harrington, Librarian, St. Joseph's Seminary, Dunwoodie, Yonkers, New York.

*Sermon:* His Eminence, Samuel Cardinal Stritch, Archbishop of Chicago.

*Attendants at the throne:* Reverend Redmond Burke, C.S.V., Director, De Paul University Libraries, Chicago; Reverend A.



## FINAL SCHEDULE FOR THE CHICAGO CONFERENCE

Homer Mattlin, S.J., Director of Libraries, Loyola University, Chicago; Right Reverend Monsignor Harry C. Koenig, Librarian, St. Mary-of-the-Lake Seminary, Mundelein, Illinois.

### GENERAL SESSIONS

#### FIRST GENERAL SESSION

Tuesday, March 27, Bal Tabarin, 2:30 P.M.

*Presiding:* Mr. John O'Loughlin, President, Catholic Library Association; Librarian, Boston College, Chestnut Hill, Massachusetts.

*Secretary:* Miss M. Lillian Ryan, Librarian, *The New World*, Chicago.

#### PAPERS

##### *Address of Welcome*

Sister Mary Aurelius, B.V.M., Librarian, Mundelein College, Chicago; Chairman, Illinois Unit.

##### *Some Recent Trends in Librarianship*

Dr. Pierce Butler, Professor, Graduate Library School, University of Chicago.

##### *The Catholic Periodical Index: a Report*

Right Reverend Monsignor Harry C. Koenig, Librarian, St. Mary-of-the-Lake Seminary, Mundelein, Illinois; Chairman, Committee on the Catholic Periodical Index.

##### *The Catholic Renaissance*

Reverend Norman Weyand, S.J., President, The Catholic Renaissance Society, Loyola University, Chicago.

Discussion.

Appointment of Resolutions Committee.

#### SECOND GENERAL SESSION

Thursday, March 29, Bal Tabarin, 10 A.M.

*Presiding:* Right Reverend Monsignor Harry C. Koenig, Librarian, St. Mary-of-the-Lake Seminary, Mundelein, Illinois; Chairman, Committee on the Catholic Periodical Index.

*Secretary:* Miss Mary M. Morrissey, Librarian, Taft High School, Chicago; Past-Chairman, Illinois Unit, Catholic Library Association.

#### PAPERS

##### *Second Spring; Presidential Address.*

Mr. John M. O'Loughlin, President, Catholic Library Association.

##### *A Marian Library in the United States*

Reverend Laurence Monheim, S.M., Di-

rector, Marian Library, University of Dayton, Dayton 9, Ohio.

##### *Recruiting for Librarianship*

Sister M. Norberta, I.H.M., Director, Department of Librarianship, Marywood College, Scranton, Pennsylvania; Member, Executive Council, Catholic Library Association.

Discussion.

Resolutions.

Business Session.

### LUNCHEON SESSION

Thursday, March 29, Bal Tabarin, 12:30 P.M. Tariff (including gratuity): \$3.00

### ROUND TABLES AND BOARD MEETINGS ADVISORY BOARD

Tuesday, March 27, Grey Room, 12:30 P.M.

*Chairman:* Mr. John O'Loughlin, President, Catholic Library Association.

*Secretary:* Mr. Laurence A. Leavey, Executive Secretary, Catholic Library Association.

Reports of the Chairmen of Committees and Local Units.

Discussion of proposals for presentation to the Executive Council.

### CATALOGING AND CLASSIFICATION

Wednesday, March 28, Grey Room, 10 A.M.

*Chairman:* Reverend Gilbert C. Peterson, S.J., Librarian, St. Mary's College, St. Marys, Kansas.

#### PAPERS

##### *Progress and Problems of the Revision of the Lynn Alternative Classification*

Mrs. Jeannette Murphy Lynn, compiler of *An Alternative Classification for Catholic Books*.

##### *Simplified Processing and Procedures in the Lamont Library*

Mr. Philip J. McNiff, Librarian, Lamont Library, Harvard University, Cambridge, Massachusetts.

Discussion.

Business Session.

### COLLEGE LIBRARIES

Wednesday, March 28, House on the Roof, 2:30 P.M.

## THE CATHOLIC LIBRARY WORLD

*Chairman:* Sister M. Claudia, I.H.M., Librarian, Marygrove College, Detroit, Michigan.

### PAPERS

#### *The Lamont Undergraduate Library*

Mr. Philip J. McNiff, Librarian, Lamont Library, Harvard University, Cambridge, Massachusetts.

#### *The Possible We Do Immediately*

Miss Olga M. Peterson, Librarian, University of St. Thomas, Houston, Texas.

#### *Micro-Reproduction*

Mr. Eugene B. Power, University Microfilms, Inc.

Discussion.

Business Session.

### ELEMENTARY SCHOOL LIBRARIES

Wednesday, March 28, House on the Roof, 10 A.M.

*Chairman:* Sister M. Borgia, S.S.J., Librarian, Marymount High School, Garfield Heights, Ohio.

*Secretary:* Miss Jane Bruce, Secretary, Bruce Publishing Company, Milwaukee, Wisconsin.

### PAPERS

#### *Analysis and Solution of Major Reading Difficulties of Elementary School Children*

Dr. Charles B. Huelsman, Jr., Director of Reading Service, Catholic Youth Organization, Chicago, Illinois.

#### *Reading Action Devices in the Elementary School Library*

Sister M. Patrice, S.P., Our Lady of Sorrows School, Chicago, Illinois.

### DEMONSTRATIONS

#### *Book Reporting Techniques*

*Primary Level:* Sister M. Carmel, O.S.F., and Students of St. Joseph School, Wilmette, Illinois.

*Intermediate Level:* Sister Ann Kathleen, S.P., and Students of Our Lady of Sorrows School, Chicago, Illinois.

*Advanced Level:* Sister M. Dorine, S.S.N.D., and Students of St. Ambrose School, Chicago, Illinois.

Discussion.

Business Session.

### HIGH SCHOOL LIBRARIES

Wednesday, March 28, Grey Room, 2:30 P.M.

*Chairman:* Brother Adrian Norbert,

F.M.S., Librarian, Mt. St. Michael High School, New York, New York

*Theme:* Librarian and Teacher Working Together

### PAPERS

#### *Place of the Library in Education*

*An Administrator's View:* Mr. William Abrams, Principal, Gage Park High School, Chicago, Illinois.

*A Teacher's View:* Miss Mary Connors, English Department, Gage Park High School, Chicago, Illinois.

*A Librarian's View:* Brother William, F.S.C., Librarian, Cretin High School, St. Paul, Minnesota.

#### *The Teacher and Library Co-operation*

Miss Elizabeth Connelly, Librarian, Marquette University High School, Milwaukee, Wisconsin.

#### *Plans to Arouse Pupil Interest in the Library*

Sister Peter Claver, O.P., Heelan High School, Sioux City, Iowa.

Discussion.

Thursday, March 29, Grey Room, 3:30 P.M.  
Business Session.

### HOSPITAL LIBRARIES

Wednesday, March 28, Moby Dick Room, 8 P.M.

*Chairman:* Miss Lucy Ann Latini, Librarian, St. Mary's Hospital, Wausau, Wisconsin.

*Secretary:* Sister M. Isabel DeLisle, S.D.S., Teacher-Librarian, Sisters of the Divine Saviour College, Milwaukee, Wisconsin.

### PAPERS

#### *A Report of the Hospital Libraries Survey in Illinois*

Miss Helen T. Yast, Assistant Librarian, American Hospital Association, Chicago, Illinois.

#### *The Chicago Public Library's Service to Hospitals*

Miss Katherine Duffey, Chief, Deposits Department, Chicago, Illinois, Public Library.

#### *Why Give the Hospital Librarian Special Training?*

Sister M. Isabel DeLisle, S.D.S., Teacher-Librarian, Sisters of the Divine Savior College, Milwaukee, Wisconsin.

Discussion.

Business Session.

## TWENTY-FIFTH CONFERENCE

### LIBRARY SERVICE TO CATHOLIC READERS

Wednesday, March 28, Bal Tabarin, 8 P.M.

*Chairman:* Miss Lucy L. Murphy, Buffalo, New York, Public Library.

#### PAPERS

##### *The Value of Book Displays*

Miss Clara Reaum, Display Department, Chicago, Illinois, Public Library.

##### *Special Collections in the Public Library*

Miss Eloise Jordan, Reference Department, Chicago, Illinois, Public Library.

##### *Reading in Parish Libraries*

Mrs. Josephine Ryan Murphy, Librarian, St. Gertrude's Parish Library, Chicago, Illinois.

##### *Let's Get Together, Public Librarians*

Miss Marguerite Gallagher, Librarian, South Chicago Branch, Chicago, Illinois, Public Library.

Discussion.

Business Session.

### SEMINARY LIBRARIES

Tuesday, March 27, Crystal Room, 8 P.M.

*Chairman:* Reverend Basil Corbett, O.F.M., Librarian, St. Anthony-on-Hudson, Rensselaer, New York.

*Secretary:* Reverend John Dougherty, St. Joseph's Seminary, Dunwoodie, Yonkers, New York.

#### PAPERS

*A High School-College Library Problem*  
Reverend Francis X. Canfield, Librarian, Sacred Heart Seminary, Detroit, Michigan.

##### *The Major Seminary Problem*

Reverend John Broderick, Librarian, St. John's Seminary, Brighton, Massachusetts.

##### *The Seminary Library and Library of Congress Cards*

Reverend Gilbert Peterson, S.J., Librarian, St. Mary's, St. Marys, Kansas.

Discussion.

Business Session.

### EXECUTIVE COUNCIL

#### MEETINGS

Monday, March 26, Moby Dick Room, 3:30 P.M.

Thursday, March 29, Bullfight Room, 4 P.M.

These are closed sessions. The Executive

Council will, however, be pleased to arrange interviews with persons or groups who wish to discuss basic questions of policy or the conduct of C.L.A. affairs. Appointments may be made through the Executive Secretary, P.O. Box 25, Kingsbridge Station, New York 63, New York, through March 22; or at the Hotel Sherman, Chicago, Illinois, March 26-28.

### REGISTRATION DESK

The Registration and Membership Desk will be maintained in the Foyer to the Bal Tabarin and Exhibit Parlors (near 6th floor elevators), under the supervision of Miss Mary Frances McManus.

Registration fee: \$2; attendance for one day, \$1.

### CONFERENCE HEADQUARTERS

Conference Headquarters will be maintained at the Hotel Sherman. The President and the Executive Secretary will be available for consultation by appointment.

### PRESIDENT'S RECEPTION

The President and other officers of the Catholic Library Association will hold an informal levee on Wednesday afternoon, March 28, at 4:30 P.M. in the Crystal Room. All delegates and exhibitors are cordially invited to this reception.

### LOCAL ARRANGEMENTS COMMITTEE

#### LUNCHEON

Wednesday, March 28, Bullfight Room, 12:30 P.M. By invitation only.

### EXHIBITS

A series of exhibits will be maintained by the leading publishers and library supply houses in the Bal Tabarin Parlors. The delegates to the Conference are cordially invited to meet the representatives of the exhibitors and to examine the products on display.

### TOUR

A tour of Chicago and its libraries has been arranged for Friday. Full details may be secured at the Registration Desk.

## THE CATHOLIC LIBRARY WORLD

### UNIT

#### Mid-South Conference

The tenth annual meeting of the Mid-South Conference of the Catholic Library Association was held at the Noel Hotel, Nashville, Tennessee, on December 9, 1950. The meeting opened with Holy Mass celebrated at the historic St. Mary's Church by the Rt. Rev. Thomas P. Duffy, chancellor of the diocese, who greeted the delegates in the name of the Most Rev. William Adrian, Bishop of Nashville.

Following registration at the Noel Hotel, the opening session was called to order by Sister Cecilia, O.P., at 10:15. Fr. Leo Siener gave the invocation, after which the Glee Club of Cathedral High School presented a short program. The chairman requested that the meeting be dedicated to Mary, Queen of Peace. Dr. William FitzGerald, chairman of the conference, welcomed the members, and requested a special prayerful remembrance for Sister Reparata, C.P., and Mr. Laurence Leavey, both of whom were ill.

The first of the prepared papers was read by Sister Mary Helen, S.C.N., of the Department of Library Science of Nazareth College, Louisville; her subject was "Developmental Value of Books—Its Aid in the Apostolate of the Librarian". Developmental values she defined as those elements depicting desirable social attitudes and behavior. To discover them and be able to use them, the librarian must read, and should if possible organize an analytical reading club in the faculty.

An extremely stimulating colloquium presented the problems of various sections of the public as a challenge to the librarian's apostolate. Participating were the Rev. Thomas Cashin, Miss Elizabeth Merritt, the Rev. Leo Siener, and Mr. Clinton Wade. Fr. Cashin, director at St. Mary's Bookstore, Nashville, stressed the great need for adult reading. He asked about the possibility of forming a group to set up pre-publication reviews of books as a guide to a Catholic bookstore in knowing which and how many books to buy. Miss Merritt, librarian at Doctors' Library, St. Thomas Hospital, reported on the hospital staff; a doctor's committee consults with the resident doctors in choosing books for the medical library. The li-

brary gives assistance to visitors, residents, and internes. Fr. Siener, chaplain of the Newman Club of Peabody College, felt that the greatest need for the librarian's apostolate was among youth in late high school and college. A great weakness preventing progress in any kind of youth work is that the young people are too immature; there is a need of supervised, guided reading to develop leadership. Mr. Wade, United Press representative in Tennessee, pleaded for patient cooperation between the librarian and newspapermen, whose work influences many. He warned that schools and libraries should stop being hesitant about putting themselves forward; newspapers want interesting and amusing stories about the diocese and the school.

Guest speaker at the luncheon meeting was Mrs. Frances Cheney, associate professor of Library Science, Peabody College, who spoke on "New Reference Service for the New South". According to Mrs. Cheney, more and more, librarians are specializing in one field of work and knowledge; college libraries in an area are functioning cooperatively, dividing the burdens of providing material in many specialized fields by pooling their resources; there is a new emphasis on regional material in each section of the country.

Sister Mary Helen, S.C.N., presided over the afternoon session, introducing a program of book reviews, recitations, and songs by the children of Christ the King School, Nashville, ranging from the first to the eighth grade. Professor John Burke, librarian of the Peabody College Library, presented "The Librarian's Apostolate to the Faculty". Professor Burke believes that the crisis today is the cynicism of administrators as to what they are getting out of the library. Personal fitness, keeping informed of developments in the field of librarianship, taking active part in library organizations, and writing, are all part of the librarian's apostolate.

At the business meeting following the talks, the officers for 1951 were elected: Sister Mary Helen, chairman; Sister Mary Margaret, O.P., St. Agnes Academy, Memphis, vice-chairman; Sister M. Emmanuel, S.L., Loretto High School, Louisville, secretary-treasurer.

SISTER M. EMMANUEL, S.L.,  
*Secretary-Treasurer*



## BOOK NOTES

*The Columbia Encyclopedia*. 2d ed. Edited by William Bridgwater and Elizabeth J. Sherwood. Columbia University Press, 1950. 2203p. \$25.

The maker of any encyclopedia must look forward on the publication of his first edition to a shower of compliments and complaints. He must live, too, with the feeling of inadequacy as new items emerge that make his first edition no longer the latest word. The pleasure, then, of bringing out a second edition, in which his compliments can be continued, his complaints checked and rectified, his edition once again, through additions, adequate to the new day, must be a genuine one. While Mr. Clarke F. Ansley, who edited the first edition of the *Columbia Encyclopedia*, died in 1939, his spirit motivates and his plans inspire the present editors and their collaborators.

The *Columbia Encyclopedia* was handy, pithy, and complete in 1935. Greatly enlarged in topics, pages, and wordage, it has preserved all these qualities while adding more than 250 pages, and 10,000 new entries.

Checking through 70,000 articles is not possible, but a sampling in religion, philosophy, literature, biblical references, and biography is indicative of a thoroughness, an objectivity, a simplicity that are of more than passing value. Here as Ansley put it is an encyclopedia, "compact enough and simply enough written to serve as a guide to the young Abraham Lincoln".

Such articles as "Catholic", "Roman Catholic", "Miracles", are competent and accurate. The coverage of biblical names is complete, though, as might be expected, the King James spelling is used throughout. In philosophy, such items as Maritain and Bergson are not only admirably treated, but are refreshingly thorough. Even John Dewey, correctly represented, is neither overrated nor expanded more than might be expected in a book emanating from Columbia University.

Here and there mistakes in the first edition can be seen to have been rectified. As an example, under "John Baptist de La Salle, Saint", the first edition stated that his congregation had both lay and clerical members. The second states that the members are not ordained. Here, too, as in many other places the current bibliographical reference to books of significance that have appeared since 1935 may be noted. In this regard the encyclopedia does an excellent job in giving references to further reading.

Fresh, succinct, modern, this handy one-volume encyclopedia is ideal for the home, of ready assistance at the reference desk, and once again, in its second edition, an up-to-date compendium of information.

A strong buckram binding, stained edges, thumb index, and clean typography help in giving an attractive format to this latest addition to our reference collection.

BROTHER A. THOMAS, F.S.C.

*Patterson's American Educational Directory*. Chicago, Field Enterprises, 1950. 814p. \$10.

Those librarians remembering the colorless, squat *Patterson's* of yesteryear will be pleasantly surprised by the large, red-covered volume with its reset attractive type. Several new features are also evident, as the section on instructional materials, inclusion of consolidated schools, list of Catholic diocesan school superintendents, and an address list of manufacturers and publishers of school materials. A little over half of the volume is a directory of school systems by state, with Catholic schools included. Another major section is a list of classified schools which will prove invaluable to any guidance counselor or librarian. Forty-five categories are used from agriculture to women's colleges, with the schools arranged alphabetically by state under each subsection. The third and possibly most important section for librarians is that on instructional materials and equipment compiled by Professor Paul Witt of Columbia's Teachers College. Broad grouping is by elementary, junior and senior high school grade levels. Under each area are curriculum subject headings. Under each heading are textbooks, workbooks, reference books, charts, models, equipment, and the like. There are a number of other lists mainly dealing with libraries and library agencies, and several indexes. Already known for its reference value, the new material and format make the work doubly valuable. Highly recommended for information on schools and school materials.

RICHARD JAMES HURLEY

JAEGHER, Paul de. *An Anthology of Mysticism*. Tr. by D. Attwater and others. Newman Press, 1950. 281p. \$2.75

This lithographed reprint of the Burns, Oates and Washbourne edition of 1935 is intended as an introduction to mysticism. In the Preface Père de Jaeger explains why and how the writings of the mystics should be read and evaluated. In summary he says, "The good-willed and prudent reading of mystical books can perfect our understanding by extending our knowledge of God and of spiritual things, and as a natural consequence our will is kindled and directed by the resulting desire for Him and His service" (p. 2). Each excerpt is preceded by a short biography together with bibliographical notes of available works in English. In some cases translations that have been published by the Newman Press since 1935 have been added to the previous list. Thus, if one becomes particularly interested in St. Angela of Foligno, St. John of the Cross, St. Teresa of Avila, Louis Lallemant, or any of the other seventeen writers represented, he will know where to find more complete selections of their writings. It is hoped that this anthology of mystical works written in the vernacular will be widely read. It presents the many-faceted beauty of a life lived out of love for Jesus, and will influence many to prayerful imitation.

THEODORE E. JAMES

## THE CATHOLIC LIBRARY WORLD

BATTERSBY, W. J. *De La Salle*. Vol. II: *De La Salle, Saint and Spiritual Writer*. Longmans, Green, 1950. 207p. \$2.50

One of the most natural things to do to one's hero is to trace those influences which combined to affect greatly or to fashion fully his character. When W. J. Battersby, the legal name of the Christian Brother who wrote this book, submitted his doctoral thesis on De La Salle the educator to the University of London, this little study of La Salle the saint and the spiritual writer was a part of that thesis. Those who have labored through many dry, dull, and uninspiring theses need have no fear of this volume. Fortunately, this is one of those rare university contributions which proves that readability can be the handmaiden of scholarship.

The study of the spiritual influences in the life of De La Salle possesses a peculiar interest, for our subject lived in the *grand siècle*, a century colored politically by the reign of Louis XIV but also the century of Jansenism, Gallicanism, and Quietism as well as of Berulle, Oliver, St. Vincent de Paul, Pascal, Bossuet, Fenelon, and a host of other moulders of the minds of men. The spiritual schools of France at the time and consequently those which were the basic influences in the spiritual life of the Saint were "The French School, of Spirituality", Saint Sulpice, Benedictine monasticism, and the Jesuits. In addition to weighing the importance of these on the spiritual development of La Salle, the author also treats, at length, the contributions of his two saintly friends, Nicholas Roland and Père Barré.

This interesting examination of the spiritual life of our Saint is followed by a brief study of his writings on the spirit of faith, obedience, mental prayer, and his two great devotions, the Holy Child Jesus and the Most Blessed Virgin. The illustrations are well chosen, the two excellent pictures of La Salle are relatively unknown in our country. Also reproduced is the picture of the Immaculate Conception which was venerated at St. Yon, the most famous of all of St. La Salle's foundations.

The first biographer of De La Salle wrote, "I can affirm that no man of our time ever looked more like a saint . . . and he kindled in all the desire to imitate him". May this son's study of his father's greatness enkindle in us the same desire to imitate.

BROTHER JUSTIN, F.S.C.

RYELANDT, Dom I., O.S.B. *St. Benedict the Man*. Tr. by Rev. Patrick Shaughnessy, O.S.B. Grail, 1950. 102p. \$1.25

These three integrated studies will aid many to appreciate and imitate the dispositions and qualities which have entered into the formation of the basic character of St. Benedict. From the text of the *Rule*, St. Benedict appears as a man of religious gravity, moderation, paternal strictness, and practical wisdom. In the *Dialogues* of St. Gregory his maturity, steadfastness, human kindness, simplicity, and fidelity to daily duty widen our view

of Benedict's moral physiognomy. In comparison with St. Francis of Sales his discretion and Deocentricity, his emphasis on love, on obedience, and on the value of little things for personal sanctification round out a fairly adequate survey. A compact delineation of the Benedictine spirituality, which can be applied to the development of sanctity in all by the proper acceptance of the duties of their state of life.

THEODORE E. JAMES

BOKSER, Ben Zion. *The Legacy of Maimonides*. Philosophical Library, 1950. 128p. \$3.75

The author has succeeded quite well in giving a popular presentation of the philosophy and theology of perhaps the greatest representative of medieval Judaism. The "Guide to the Perplexed" forms the basis of this study. In it Maimonides shows great respect for philosophy and uses it as a handmaiden of revelation in terms of "faith seeking understanding". Faith and reason are complementary ways of seeking truth. Certain inconsistencies derive from the author's identification of Aristotelian philosophy with science in a pejorative setting and his unfamiliarity with pre-Maimonidean Christian solutions to the problem of faith and reason. Despite these limitations the study gives an informative explanation of the contribution of Maimonides to our present-day culture.

THEODORE E. JAMES

LORD, Reverend Daniel A., S.J. *His Passion Forever*. Bruce, 1951. 135p. \$2.

The greatest drama in the history of the world took place on the hill of Golgotha. Father Lord presents it in such a vivid way that we re-live the scene and its attendant circumstances. The plot and scenery are superbly handled; the characters are finely drawn, real and striking in their awful significance. The reader, himself, enters into the drama, psychologically integrated into the composite "person" of each of the minor characters. Yet he can write his own lines and fashion his own part to fall with the villains or rise with the Hero, after embracing the Cross. Highly recommended for spiritual reading during Lent.

MARTINDALE, Reverend C. C., S.J. *The Meaning of Fatima*. Kenedy, 1950. 183p. \$2.50

The remarkable events at Fatima in 1917 and the message given by Our Lady to Lucy, Jacinta, and Francisco were of world-wide significance. It was a warning that, if heeded, would have brought peace. Again facing the awful alternative of war, we have in *The Meaning of Fatima* by Father C. C. Martindale an important presentation of the facts concerning the apparitions and an analysis of the testimony given. His work is the result of careful study to which he has brought theological learning and a knowledge of the history of the country and its people. It will be of interest to all.

## MEET THE AUTHORS

when you're in Chicago for the  
Catholic Library Association Conference

The staff of THE THOMAS MORE ASSOCIATION invites you to be their guests at a Tea and to meet Catholic authors from the Chicagoland area on Tuesday afternoon, March 27, at four o'clock.

We think you will enjoy an afternoon of relaxation and an opportunity to talk with the men and women whose books are on your library shelves. Among the writers whom you will meet are:

C. M. BRISSETTE, O.S.M.

DANIEL M. CANTWELL

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## THE CATHOLIC LIBRARY WORLD

### BOOKS FOR YOUNG PEOPLE

Helen L. Butler, Ph.D., *Editor*  
Marywood College, Scranton, Pa.

COVENTRY, John. *The Breaking of Bread; a Short History of the Mass*; with 63 photographs by John Gillick. Sheed, 1950. 192p. \$3.

One of the most promising developments recently in American Catholic publishing has been the increased volume of material about the sacrament closest to the layman's heart—the Eucharist. This ranges from booklets for the pre-school and primary grades, such as the attractive little volume by Father Turmezzi with its colored pictures showing on one side of the page the various steps in the Mass and on the page opposite typical life situations to which these steps apply (Turmezzi, Francis. *My Little Missal*. Catechetical Guild, 1950. 25¢), through Father Knox's delightful *Mass in Slow Motion* for junior and senior high, and up to Father Bonniwell's historical treatment in his *Interpreting the Sunday Mass*, which is best reserved for the later teens.

Now we have another book, but the *Breaking of Bread* is not just another book. It is the joint product of two English Jesuits concerned not with the theology of the Mass but with an explanation of how the Mass came to be what it is today as a matter of formula. The text, by Father Coventry, is in two parts: (1) a treatment of the Mass historically, analyzing its growth and present structure; (2) a commentary on each prayer in the Ordinary, not to be merely read but studied. An appendix explains the Propers.

But the unique feature is the set of 63 photographs by his colleague, Father Gillick, which provide a close-up of the detail ritual that goes on at the altar. It gives an altar-boy's view of every significant moment in the Mass, actions which ordinarily take place too far from the eye of the average worshipper to be anything but a mystery and even a distraction. The pictures are not to be looked at without excitement, giving a new intimacy with the Mass.

REVEREND W. J. PAKUTA  
Professor of Philosophy, Marywood College  
Scranton, Pennsylvania

LYNCH, John W. *This Little While*; with paintings by Marguerite S. Cockett. Macmillan, 1950. 93p. \$3.

The story of the life of Christ in blank verse will leave the Christian reader with a fuller realization that the Hero is indeed very Man and very God. This is of course one way of saying that it handles fundamental truth effectively and is thus foursquare with a primary requirement of literature, as well as excellent spiritual reading.

Metaphorically at least one reads the book on one's knees, forced there by the virtue that goes out from the God-Man on every page and by the

impression that the author has been kneeling all along. The verse itself kneels—on the sheer edge of paradox, in the hurtle of breath-taking climax, in the poised beauty of homeliness and heavenliness that is its imagery.

Will the high-school student appreciate it? The fact that it is written in blank verse, a quite formidable medium for the average modern reader, young or old, and that it runs on for pages—I had almost said solid pages—will hardly recommend it to him. The format and illustrations, the title, are attractive, however. And if he be a really good reader, capable of taking the beautifully economic and the sustainedly beautiful in his reading stride, he will be delighted with this book.

SISTER M. PAULINUS, I.H.M.  
Associate Prof. of English, Marywood College  
Scranton, Pennsylvania

HARTE, Houston, and ROWE, Guy. *In Our Image*; character studies from the Old Testament, selected from the Douay version; preface by Bishop Fitzsimon. Oxford, 1950. 205p. \$10.

For 26 Old Testament narratives, 32 striking—at times startling—paintings by a former *Time* cover artist portray in bold lines and brilliant color the individual personalities who dominate that Book. Remote from the pretty-pretty conception which many of us hold over from childhood days, and powerful in delineating the tragedy, inspiration, or sublimity which marked the subjects' lives, the portraits illustrate scenes from Genesis to the Psalms. Expensive, but outstanding.

For the picture file, or the Bible history class, there is available a separate "Portfolio of Portraits" by Guy Rowe, (\$5.) which contains the 32 prints and an identification chart.

SISTER M. DIONYSIA, I.H.M.  
Assistant Prof. of Art, Marywood College  
Scranton, Pennsylvania

GABLE, Sister Mariella. *Many-Colored Fleece*. Sheed, 1950. 336p. \$3.50

In her introduction to this new collection of Catholic short stories, Sister Mariella defines the role of an anthologist as being that of a salvager bringing between the covers of one book good writing which might otherwise be lost to many readers. But often the readers are lost to the stories, and since many young people will have terminated their Catholic education on completing high school, this book offers them a splendid opportunity to become acquainted with some of the best Catholic fiction, before they are lost to us. Besides being of superior literary quality, these twenty-four stories by Frank O'Connor, Graham Greene, John Steinbeck, Tess Slesinger, Langston Hughes, Richard Sullivan, Mary Lavin, and others attain a high level of entertainment, and a strain of humor pervades most of the collection. The stories deal with problems in which young people are interested—"stories of simple faith [ranging] through those of acute temptation, race prejudice, birth control,



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union-and-labor"—and which they may have to face themselves. They represent a timely Catholic approach to such problems and very effectively show Catholic principles in action. A helpful book for the high-school senior.

SISTER M. ENRICA, O.S.B.  
St. Gertrude's High School  
Richmond, Virginia

SHIPPEN, K. B. *Passage to America: the Story of the Great Migrations*. Harper, 1950. 211p. \$2.50

Here, in the covers of one book, is a charmingly informal factual account of the coming of many of those national groups whose stories are included in the Lippincott fictional and multiple-volumed series, "Land of the Free". With an introductory chapter on why peoples migrate, and a second on the nature of those English newcomers who created a nation in America, there follow chapters on the coming of the French, Dutch, Norwegians, Swedes, Germans, Irish, Chinese, Italians, Russians, Negroes, concluding with a brief overview of immigration since 1914. In each, information is provided about conditions in the country of origin, national characteristics, points of concentration in the United States, and contributions each group has made to our national culture, all considerably simplified, of course. Will be read with ease and interest by the junior high school, but is challenging also to the senior student.

H. L. B.

DE WOHL, Louis. *The Quiet Light*. Lippincott, 1950. 317p. \$3.

A colorful historic novel of the 13th century, a period of anticlericalism during which Frederick II dominated the European scene. The story depicts the Emperor's efforts to destroy the spiritual authority of the Pope and to subjugate Christian law to pagan tyranny. It is not only the story of St. Thomas but of all members of the family of Aquino, who incidentally were friends of the Emperor. A romantic flavor is added by the love of a young English nobleman for Thomas' sister, Theodora. Well-blended characterization, far-fetched at times it is true, and action are the basic of the "book appeal" of this adult novel. Good readers among senior students will read it with understanding and appreciation.

SISTER MARY BERENICE, R.S.M.  
Librarian, Mt. Mercy Academy  
Buffalo, New York

O'MALLEY, Bill. *Two Little Nuns*; a book of cartoons. Extension Pictures, 1950. Paper, unpagged. \$1.

Thoroughly delightful in its choice of episodes and clever in its drawing, this series of incidents comes close enough to the universal in teaching-nuns' experiences to make them hilariously recognizable both to Sisters and their pupils. From the small child who cries, "Look, Mommy! Their bibs haven't any bunnies on 'em like mine", to the be-haloed "angels" fighting in the wings dur-

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ing the annual school play, the cartoons are both genuinely funny and good-humored. Adolescent response should be immediate.

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KNOX, R. A. *The Gospel in Slow Motion*. Sheed, 1950. 182p. \$2.50

The sermons in this, the third of his "slow motion" books, are Monsignor Knox's interpretation of Gospel and Epistle of the Sunday for his schoolgirl congregation. To read them makes one fervently wish the author could devote all his time to writing sermons. Each one provides a new insight into the passage chosen, a telling relation of the incident to everyday life; and the book as a whole creates a thirst for much more of the same in Monsignor Knox's profoundly simple style.

SISTER M. FRANCES, S.H.N.  
Holy Names Academy  
Seattle, Washington

LAMERS, Mary and William. *Star Spangled Stories*. Bruce, 1950. 177p. \$2.50

Life stories of nine Catholics, a few converts among them—Beauregard, Chief Justice Taney, James Shields, Ralph Semmes, Thomas Ewing, Stephen Mallory, Sheridan, Longstreet, Rosecrans—focused to play up their roles in American history, chiefly in the Civil War. Of varying degrees of interest and excellence, these sketches represent a certain amount of simplification of historical facts and—so the authors maintain—a middle-of-the-road course between opposing

claims and rival opinions. The biographees, most of whom are only a name to the average school student of history, emerge as flesh-and-blood figures, heroes in their own right, and men of integrity, even though some of them were allied with what we consider the "wrong" cause.

Attractively made and with its emphasis on military exploits, the book should be easy to recommend to junior and senior high school boys.

SISTER M. AGNESE, S.C.C.  
Librarian, St. Ann's Academy  
Wilkes-Barre, Pennsylvania

NOLAN, Jeannette C. *John Brown*. Messner, 1950. 181p. \$2.75

This tenth book in a series of popular biographies by the author of *Andrew Jackson* and *Florence Nightingale* is in the tradition of its predecessors, "interesting, possessed of literary qualities, and [exhibiting a concern for] historical accuracy". It is particularly successful in interpreting the deeply religious man who felt a call from God to free the slaves by violence instead of by due process of law. Impartially presented and complete with index and bibliography, the book is a valuable aid for American history classes, though for the adolescent hero-worshiper who formed his idea of John Brown in the grades it may be better to hand it out with discrimination.

SISTER JAMES ELLEN, S.C.N.  
Librarian, Nazareth College  
Louisville, Kentucky

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### CHILDREN'S BOOKS

Mrs. Grace E. Cartmell, *Editor*  
Queens Borough Public Library, Jamaica, N. Y.

LINDGREN, Asyrid. *Pippi Longstockings*. Illus. by L. S. Glanzman. Viking, 1950. \$2. (Ages 9-12)

Pippi keeps house for her horse and monkey in a rickety old house in Sweden. She has no grown-ups to boss her and does not have to go to school. She does all sorts of impossible things that every child dreams of doing. Her unconventional daring personality has a Molly Whuppie touch. Imaginative story translated from Swedish. Children who liked Mary Poppins will like this also.

REGINA NEALON TRAPP

BEIM, Jerrold. *Swimming Hole*. Illus. by Louis Darling. Wm. Morrow, 1950. \$2. (Ages 7-9)

Steve, the new boy who joins the gang, learns what the rest of the boys seemingly take for granted, that the color of Larry's skin is unimportant. Very slight, inconsequential story, but will be requested because of theme. Good clear print; gay illustrations; easy reading.

ETHNA M. SHEEHAN

BEATTY, Hetty B. *Little Owl-Indian*. Illus. by the Author. Houghton Mifflin, 1951. \$2.25. (Ages 7-9)

How a little Indian boy who loved the creatures of the woods saved the village and the animals when fire swept the forest. Story very simple and somewhat far-fetched. Grand illustrations; setting: forest region of New York in a timeless era.

ETHNA M. SHEEHAN

BISCHOF, George P. *Atoms at Work*. Illus. by Jere Donovan. Harcourt Brace, 1951. \$2.25. (Ages 9-12)

In clear text (and print), using everyday illustrations, a teacher imparts to the reader an elementary understanding of the atom.

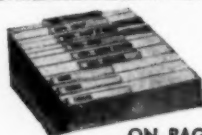
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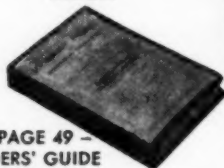
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